

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Goose Green Primary and Nursery School
Number of pupils in school	295 (+25 in Nursery)
Proportion (%) of pupil premium eligible pupils	Yr 1-6 - 47.5% N – 48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Simon Wattam – Head Teacher
Pupil premium lead	Louise Partridge – Deputy Head
Governor / Trustee lead	Evelyn Holdsworth (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,330
Recovery premium funding allocation this academic year	£18,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£178,600

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes, detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils do well. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Our assessments, observations and monitoring of online learning engagement indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. The gap that had been closed prior to the pandemic between disadvantaged children and their peers has widened again.</p>
2	<p>The well-being and mental health of many of our disadvantaged children have been impacted by partial school closures during the pandemic. This is clear from assessment and observations of children, and discussions with families. We have also seen an increase in safeguarding concerns as has been apparent from our records on our online recording system. These findings are supported by national studies.</p>
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading comprehension than their peers. This negatively impacts their development as readers.</p>
4	<p>Data analysis shows intersections between vulnerable groups at the school. In particular there are significant overlaps in most year groups between disadvantage, SEND and BAC/BA children. This makes the task of closing gaps more complex.</p>
5	<p>Our attendance data over the last 5 years indicates that pupil premium children are disproportionately represented in the group of children that are persistently absent from school. This year 65% of persistent absentees (46 of 72 children) are also Pupil Premium. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p>Our admissions data and census returns over the last 3 years show a large increase in the number of children that are qualifying for Free School Meals and the Pupil Premium. The percentage of children has increased from 22% in 2018 to 47.5% currently. This has a significant impact on the approach that we need to take to close gaps. We need to move from individual interventions to evidence based whole class or school approaches that will benefit all, but particularly, those from disadvantaged backgrounds.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve progress and attainment for all disadvantaged children in core subjects	<p>The gap between the number of disadvantaged and non-disadvantaged pupils reaching national expectations and making good progress will be significantly narrowed – evidenced by internal and external assessments.</p> <p>The gap between the number of disadvantage and non-disadvantaged children achieving above national expectations and making better than expected progress will be narrowed – evidenced by internal and external assessments.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student surveys, parent surveys and teacher observations. • The gap in referrals to school wellbeing and nurture services between disadvantaged and non-disadvantaged children to be reduced. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To improve the attendance for disadvantaged and vulnerable children.	<p>Attendance for vulnerable children is significantly improved by the end of this plan and is demonstrated by:</p> <ul style="list-style-type: none"> • The attendance gap between disadvantaged children and non-disadvantaged children being reduced. • The percentage of children who are persistently absent being at or below national figures and the attendance gap between disadvantaged children and their non-disadvantaged peers is seen to be narrowing.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for EYFS children in English and Maths.	Nuffield Early Language Intervention and Mastering Number will be used which are both endorsed by the EEF. Studies show children can have +5 months progress from taking part in these interventions.	1,3, 4, 6
Targeted reading fluency and comprehension interventions. Led by HLTAs for children falling behind in reading across the school.	EEF found an additional +6 months progress in reading through comprehension interventions.	1,3,4,6
Phonics catch up groups for children who have not passed the phonic screen in Yr 2.	EEF found an additional +4 months progress through phonics catch up interventions.	1,3,4,6
Targeted interventions from HLTAs for children falling behind in maths across the school using the mastery approach.	EEF found +5 months additional progress when the mastery approach was used with children.	1,4,6
Teachers supported and trained to use the mastery approach to maths.	EEF found +5 months additional progress when the mastery approach was used with children.	1,4,6
Mental fluency in maths to be developed for all children in R-Yr2	National Centre for Excellence in the Teaching of Mathematics. This intervention doesn't yet have efficacy data- we are part of a trial this year.	1,4,6

through the mastering number intervention.	This project was recruited through the EEF and maths hubs.	
Training for new staff on effective feedback. Embedding practice with other staff.	The EEF has found +8 months additional progress can be made through effective feedback.	1,3,4,6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring	The EEF has found that 1:1 tutoring can make +5 months progress after a fixed term intervention. "Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact."	1,2,3,4,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £80,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the attendance of disadvantaged children – particularly those with persistent absence. Attendance monitored by SLT and FLO. FLO work with individual families to remove barriers for attendance.	DfE's Improving School Attendance advice.	5
Ensure all children have access to enriching extra-curricular activities.	The Education Endowment Foundation toolkit identifies arts participation as having the	2

<p>Pupil premium to access paid clubs at no cost. (Projected spend is based on all PP children from R-6 accessing 1 paid club each term.)</p> <p>Ensure routes to access to clubs both paid and unpaid are publicised to all parents.</p> <p>Support Yr4 and Yr6 parents to pay for the residential adventure activities.</p>	<p>potential to add +3 months progress.</p> <p>Adventure learning such as that supported by the school journeys currently have insufficient evidence to be ranked by the EEF. However, opportunities to develop socially and emotionally which both extra-curricular activities and residential trips support through a focus on collaboration, decision making, and managing emotions can add four months additional progress in academic achievements.</p>	
<p>Creating a breakfast club to ensure all children eat breakfast. Reduce number of children coming to school hungry.</p>	<p>The EEF found that having breakfast in school can add 2 months additional progress in academic achievements for children in KS1. Progress was not shown in KS2. However, we are offering breakfast across the school to help tackle attendance issues for disadvantaged children.</p>	<p>1, 5, 6</p>

Total budgeted cost: £178,600

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The last year has seen a widening in the gap between disadvantaged children and their peers. This is a consequence of the global pandemic, resulting school closures and poor levels of engagement with online learning among many of our disadvantaged families. In addition many more children have become eligible for pupil premium as their families income has been reduced. Prior to this year we had seen the gap narrowed and even closed in most parts of the school. During the Covid pandemic thanks to the support of the school and wider community as well as government initiatives we were able to lend laptops or chrome books to every family that needed them to access online learning. Our team continued to support families through online sessions, home visits (where possible) and phone-calls. In addition learning resources and food vouchers/parcels were delivered to pupils' homes as needed.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Mathletics and Spellodrome	3P learning
Nessy	Nessy Learning
The Literacy Tree Subscription	The Literacy Tree
White Rose Mathematics Scheme	White Rose Maths

Further information (optional)

This year we have invested heavily in 1:1 tutoring supporting children from disadvantaged families as well as others that have also fallen behind. We have budgeted for larger amounts than that provided in the recovery premium funding an additional teacher to work across the school for a term.